Responses:

|  |
| --- |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 1: My biotech students have a unit on aquaculture/hydroponics/aquaponics (currently we have modest facilities) letting students see a business first hand and then designing "home friendly" units for sale would be an excellent project |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 2: The last 12 weeks of my biotech course (19 students) focuses on biomechanical devices (broad definition). Prosthetics design is a project some choose. I would like those students to learn the process of prosthetic design followed by a improved/new design of their own, preferably with the opportunity to 3D print their model. |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 3: In the past, my biotech students took the challenge of creating low tech/low cost/low water loss hydroponic systems for arid countries (or seasonally arid). I would like to provide this challenge again, but with input and assistance from experts. |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 4: Provide human anatomy students with exposure to medical devices and supplies businesses, focusing on the careers they embody and the education and training sought. Students would also research the materials science, engineering concepts and medical concerns for a supply (such as suture) or technology (hip prosthetic, eg). There are about 160 students. |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 5: I would like to create a kinesiology experience for my human anatomy class. I envision the use of slow motion footage as well as tools suggested by experts. Each group would pick from a list such as throw a ball, pick up a weight, jump, etc to improve using analysis |
| Richard Baier - [rbaier@liverpool.k12.ny.us](mailto:rbaier@liverpool.k12.ny.us)  Project 6: Add to an existing new unit in human anatomy/ phys on epidemiology by providing real-world disease reporting data and professional guidance on how the data is used. This would precede the assignment of tasks using the data. It would also deepen understanding |
| Lynda Barry - [lbarry@bville.org](mailto:lbarry@bville.org)  PROJECT 1: "In Cold Blood" Forensics blood splatter trig, types of splatter, origin determination, use in crime scene evaluation. PROJECT 2: Biomedical Innovations. Capstone Sr. Project, Healthcare, public health focus, variety of projects. PROJECT 3: "London Bridge is Falling Down" Architecture, design, forces, stability of bridges. Students build a scale model bridge. Bridge type and design presentation. PROJECT 4: "Rockets Red Glare". Kinematics using rockets students design and build. Trig, triangles, velocity, acceleration, gravity, final velocity, thrust, momentum. PROJECT 5: "What Ever Floats Your Boat" cardboard boats, water displacement, bouyancy, surface area, freeboard. Students create cardboard boat that they race in the pool (person size boats). |
| Lynn Beaulieu - [lbeaulieu@fmschools.org](mailto:lbeaulieu@fmschools.org)  6th Grade Project dealing with Global Economics: Students will participate in an activity desgined to enrich, enhance and extend the strands of English language arts and social studies curriculum. Significant content covers gathering and using evidents, identifying chronological and geographic reasoning skills and developing an understanding of the econimic strands of the social students. The students work and compete in teams consisting of four. The ship's captain journals factual information regarding world locations, the first mate assists the captain and purchases goods and services from the World Bank, the navigator maps out the groups's travels, and the ship's banker keeps a financial record of the purchases and sales of commodities. The roles are clearly defined and stress the cooperation of all. Student teams sail around the world buying and selling various commodities. The adventure starts with the student of early man, 4000BCE, and culminates with present day events. Students see firsthand the influence and fluctuation of the commodities through time and learn the valulable economic prinicple of buying commodities at low prices and selling or cashing them in at higher prices. In our current global economy, what commodities or entrepreneurial endeavors would we benefit most from? |
| Lynn Beaulieu - [lbeaulieu@fmschools.org](mailto:lbeaulieu@fmschools.org)  7th grade students study the Erie Canal, the history of New York State, the effects and impact of industrialization and the immigration movement of the early 1900s. We condut a simulation activity where students "travel" the Erie Canal by taking merchandise and passengers through the canal, while earning money and gaining points by completing various projects about industrialization, immigration, and the history of the Erie Canal and New York State. We are interested in connections with individuals or groups involving: The Erie Canal, Industrialization, New York State history, immigration in the early 1900s, engineering, money-making/banking. |
| Kristi Blumer - [kblumer@ocmboces.org](mailto:kblumer@ocmboces.org)  Architure connection sought for a PBL concerning phthagorean theorunm to build shelter on a deserted island. Looking to find information on real-life architechture design and building concerns. |
| Elizabeth Brazill - [mwaterman@liverpool.k12.ny.us](mailto:mwaterman@liverpool.k12.ny.us)  Planning a school lunch menu to have more students buy/make healthier choices/draw in staff members and meet government guidelines. |
| Sean Brown - Spbrown@liverpool.k12.ny.us  3D Modeling and animation |
| Eric Burns - [eburns@westgenesee.org](mailto:eburns@westgenesee.org)  Project 1: Creative Project Formats??? Video, magazines, sales pitch, travel brochure, newspaper articles,, role play!! Project 2: Urban planning! Making connections between modern urban planning to cities of ancient civilizations!! |
| Bill Cahill - [bcahill@fulton.cnyric.org](mailto:bcahill@fulton.cnyric.org)  Would like to have some type of "soft skills" workshop where students can: learn about & practice interviewing skills, learn & practice the art of "selling themselves", would like to incorporate the above skills into some type of Interview Skills/Job Fair. |
| Kayla Calkins - [Kcalkins@homercentral.org](mailto:Kcalkins@homercentral.org)  Entrepreneurship and Management Shark Tank Challenge-students are charged with designing, developing and creating a Business Plan for an area business in which they are interested. -Looking for local entrepreneurs and business individuals willing to mentor students, allow for job shadows & be a guest speaker. |
| Connie Carocci -  Looking for medical personnel to speak to child development students about what they do and interview them as if they are applying for a position in their field (eg. pediatric nurse, labor & delivery nurse, obstetrician) |
| Connie Carocci - [ccarocci@esmschools.org](mailto:ccarocci@esmschools.org)  Looking for resource people in field of psychology, education, or who work with disabled adults. Project: Early childhood education students who work within an elementary classroom are researching different disabilities and will be presenting their findings on how to best work with special needs students in the least restrictive environment. |
| David Chartrand - [dchartrand@liverpool.k12.ny.us](mailto:dchartrand@liverpool.k12.ny.us)  3d Modeling and Animation |
| James Chrisfield - [jchrisfield@liverpool.k12.ny.us](mailto:jchrisfield@liverpool.k12.ny.us)  We have 50 students ready to create an "Alumni Network" for liverpool HS from which current students can make meaningful connections for guidance, career, college and academic advive. We just dont know how to do this well. |
| Marc Cizenski - [mcizenski@ocmboces.org](mailto:mcizenski@ocmboces.org)  Project 1: Students will be kickstarting a school store in which they are responsible for generating revenue to donate to a cause of their choice. They will be responsible for repsenting a "pitch" to administrators for approval, finding out prices, surveying students for what products they would want, any problems they will forsee, when and who will be running the store |
| Marc Cizenski - mcizenski@ocmboces.org  Project 2: Leaders in the community! Students will research prominent leaders in America and powerful speeches. They will determine what "leaders" or "heroes" they personally feel are impactful to them. We will be researching the qualities that make a strong leader and we as a program will try to emmulate that will our students. |
| Susan Coleman - [scoleman@bville.org](mailto:scoleman@bville.org)  Project 1: We'd like to find alternative ways to produce energy to charge our cell phones. Project 2: We'd like to design a public park on a unused plot of land. |
| Misty Coller - [mcoller@chittenangoschools.org](mailto:mcoller@chittenangoschools.org)  Proposals, Production descriptions, Presentations, Product, Activity, Advertising, Writing, Editing, Presenting |
| Michele Crego - [mcrego@liverpool.k12.ny.us](mailto:mcrego@liverpool.k12.ny.us)  We have 50 kids ready to create a comprehensive Alumni Network for Liverpool High School. THis network will allow students and alumni make connections for career, advice, college, and guidance -Real World connections. We don't know how to make this happen. |
| Craig Dailey - [cdailey@kingarch.com](mailto:cdailey@kingarch.com)  Business: Architectural, Kind of Work: Project Manager-Manage Team, Lead Project, Balance - Scope - Schedule - Budget, Nature of Projects: Light construction - Heave commercial, emphasis on public education, problem solving/collaboration |
| Ashley Davis - [adavis@ocmboces.org](mailto:adavis@ocmboces.org)  Any music related jobs. General product marketing. |
| Allyson DeStevens - [adestev1@fulton.cnyric.org](mailto:adestev1@fulton.cnyric.org)  PROJECT 1: Natural Disaster Project: A team of stuents choose a natural disaster to explore. Each team member has a specific role that will focus their research. Engineer, Historian, Scientist, Humanitarian. Looking for connection regarding preparation beforehand and disaster relief/rebuilding that occurs after. PROJECT 2: Ideas/ways to get my student coucil kids out into community to support local government to bring back ways to help run our student body. |
| Rani Dotterer - [rdotterer@bville.org](mailto:rdotterer@bville.org)  10th grade Living Environment students will assume the role of health professional (e.g., public health, oncologist, nutritionist, PCP) to undertake a problem/challenge: Explain how activities (i.e., drug use, cell phone use, poor diet) affect cells with respect to cell processes, life functions, etc. Driving Question: How can we, as medical professionals, advise our patients and/or the public about how activities they engage in affect their health? |
| Brian Duerheimer - [bduerheimer@westgenesee.org](mailto:bduerheimer@westgenesee.org)  Developing design briefs and proposals..technical writing course, creating a new or beter product. |
| Karen Eno - keno@k12.tullyschools.org  Project 1: What can we as 3rd graders contribute to the improvement of our community? Project 2: How do different cultures celebrate their country's "new year"? Why is it important to learn about & appreciate other peoples' customs? |
| Larisa Farlin - [larisa\_farlin@liverpool.k12.ny.us](mailto:larisa_farlin@liverpool.k12.ny.us)  PROJECT 1: Students will explore what it means to be resilient. Students will connect to s resilient historeical figure, a resilient community member, and their own personal story of resilience through writing and spoken poetry. The students will honor their resilient community members by inviting them to a night of celebration through spoken word performances. We are looking for: 1: Poets. 2. Restaurant owners or catering businesses. 3. Community members who demonstrate resilience, i.e. immigrants, civil rights activists, veterans, terminally ill patients, survivors of difficult childhoods, etc. |
| Joelle Fiorini - jfiorini@bville.org  Math grade 6 Significant Content: Percent, Adding, Subtracting, Mutiplying and Dividing Decimals. Project Summary: Students will be given the base price for three different model homes, as well as the price of various upgrades that could be made to the home. They will be expected to choose one model and calculate the total cost of the home with any added upgrades. Based on the price of the home, and property taxes for this area, they will need to calculate the total cost of the home as well as their monthly mortgage payment. As an extension, students will be asked to determine whether or not the monthly mortgage payment is within their budget. (Budget to be determined by another project completed earlier in the year.) Driving Question: How can we calculate a cost estimate for a new home, and determine whether the monthly mortgage is within our budget? |
| Jerrie Flanagan, RN, MHA – [flanagaJ@canton.edu](mailto:flanagaJ@canton.edu)  College level – SUNY Canton & SUNY Empire School of Business degrees in Healthcare management, Finance, Business Administration, Accounting & Marketing 1. Internship Opportunities 2. Mentor/Student relationships 3. Guest Speakers 4. Project Development Facilitation 5. Apprenticeships 6. Trade Room Support  From Educators k-12 – Life skills, Oral & Written, Study Habits, prep college level learning, Critical Thinking & problem solving skills, Career planning - advising |
| Katharine Gibson - [kgibson@ocmboces.org](mailto:kgibson@ocmboces.org)  Health class disease unit. Learn about disease tranmission, immune system, prevention. Final project would be a public serrvice announcement/media package, "Don't be afraid, be informed" |
| Beverly Hansen - [bhansen@fmschools.org](mailto:bhansen@fmschools.org)  Project 1: Green Construction Class project: Design a "green" version of the Fayetteville-Manlius High School building. (For "Global Environment" -ESF in the High School Course, Spring(Jan-June) 2015) (Possible presentation format would include a display for the hallway display case large area on the 1st floor of science wing) Project 2: Course: Anatomy, Physiology and Epidemiology - General opportunities for smaller, project-based activities for this one-semester (1/2 year) course, with project focus on epidemiology portion of course. |
| Kelly Harrington - kellyannharrington@gmail.com  I would like the seniors to help a company and vice versa with authentic research in a survey format. Collecting data and presengint results. This topic could be in several areas-health science, government, economics, and so on. |
| Ingrid Hatt - [ihatt@ocmboces.org](mailto:ihatt@ocmboces.org)  Cross-curricular unit focusing on: -recycling, -energy efficiency, -reduction of energy consumption, -individual and collective responsibility for our consumption of resources,- alternative energy sources. Project 2: Cross-Curricular unit focusing on Erie Canal. -Connections to local history - Economic impact on region. |
| Laura Hyde - [lhyde@fulton.cnyric.org](mailto:lhyde@fulton.cnyric.org)  I am the guidance counselor and I am looking to make connections for my students to experience job shadowing, internships, and/or work study experiences. I also want to connect with businesses to keep informed on what skills they are looking for as well as what skills they are coming with that leads to success. |
| Jen James - [jjames@ocs.cnyric.org](mailto:jjames@ocs.cnyric.org)  Spanish: I want to do a career unit with my students & would like to make connections with companies that employ Spanish speaking people. (What types of jobs). Why having knowledge of another language makes him/her a better candidate for your business. |
| William T Jones – [joneswt@canton.edu](mailto:joneswt@canton.edu)  College Level (SUNY Canton) 1. Internship Opportunities 2. Mentorships and collaborative opportunities with business managers. 3. Advisory board members wanted 4. Guest speaker to come to SUNY Canton Business Trading Room for Presentation to Facility & Students Office 315-386-7063 |
| Allison Joyce - [ajoyce@liverpool.k12.ny.us](mailto:ajoyce@liverpool.k12.ny.us)  Worked with CJ Vivacqua |
| Eric Koproski - [ekoprosk@fulton.cnyric.org](mailto:ekoprosk@fulton.cnyric.org)  How has the Industrial revolution impacted the Fulton community from the 1800's through today? |
| Kevin Krause - [kkrause@bville.org](mailto:kkrause@bville.org)  Weather Station: Design a proposal to present on why school should have a weather station and they should be able to run it. |
| Sonna LaPenna - [slapenna@westhillschools.org](mailto:slapenna@westhillschools.org)  Project in marketing regarding promoting community activities or events. |
| Maria Leonardo - [mleonardo@westgenesee.org](mailto:mleonardo@westgenesee.org)  Project 1: Alternative Energy (Engineering) Project 2: Engineering Topics-Structures, Materials & Other |
| Jeni Leslie - [jleslie@fmschoolsl.org](mailto:jleslie@fmschoolsl.org)  PROJECT 1: A few yeras ago students researched Mary Beth Tinker vs. DesMoines and the idea of "Hazardous Freedom". They applied the Supreme Court's findings to a current day civil rights problem and created a documentary then Skyped with Mary Beth Tinker. Seeking ideas to make this more PBL authenitc. PROJECT 2: A 6th grade teacher asked me to do something with volcanoes. |
| Jeni Leslie - [jleslie@fmschools.org](mailto:jleslie@fmschools.org)  We teach an 8th grade seminar (2 separate middle schools), of high-achieving students. 8 sessions (Nov-March). This year's focus is sustainability, with an emphasis on clean water issues in Central NY. Limitations: we see the kids once every other week for 35-40 minutes. -Looking for water experts (guest speakers or field trip opportunities), architects. -Suggestions for FM-HS Rain barrels? Severe weather/combined sewer overflow line? |
| Robert Littlehale - [rlittlehale@ocmboces.org](mailto:rlittlehale@ocmboces.org)  Project 1: Lumber Industry, logging, sawmills, wood product manufacturing or production. Currently doign a PBL project relating to forests and private woodlots. Project 2: CNY Manufacturing specifically related to high tech operations and the need for skilled labor. |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 1: Welding Class-Designing & Creating - "Cage/Roll Protecion" for a mud run truck |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 2: Construction & Trades Class- Building sheds-usually just sold to BOCES employees, wondering how to branch out & connect to local businesses |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 3: Construction & Trades class-Masonry-building brick mailboxes to sell |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 4: Cosmetology-Special effects make up or Halloween make up (zombie, vampire, etc) |

|  |
| --- |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 6: 7th & 8th grade math -Holiday gift wrapping, tiling floors |
| Chelsea McCarthy - [chelsea\_mccarthy@boces.monroe.edu](mailto:chelsea_mccarthy@boces.monroe.edu)  Project 7: Culinary Arts- Designing a Menu/calculating costs, creating a "dish" for a restauraunt of their choice |
| Amy Molloy - [acmolloy81@hotmail.com](mailto:acmolloy81@hotmail.com)  My English 10 students will be completing a 4-6 page research paper on a current event or hot topic in April. I would like them to secure an interview or find some local topic if possible. |
| Karen Murdoch - [kmurdoch81@icloud.com](mailto:kmurdoch81@icloud.com)  Little free library: Purpose to spread the power of reading and literacy to others in our community. For grade 3 within the fulton community. |
| Karen Noel - [knoel@fulton.cnyric.org](mailto:knoel@fulton.cnyric.org)  How has the Industrial Revolution impacted the Fulton Community from the 1800's through today. |
| Susan Osborn - [Sosborn@lafayetteschools.org](mailto:Sosborn@lafayetteschools.org)  Project 1: LaFayette Big Picture has a need for mentors in art related fields: performance, writing, music production, graphic arts.Project 2: Lafayette Big Picture has a need for mentors in the health related professions, specifically Nursing and pharmacy. Project#3: Lafayette Big picture has a need for mentors in computer programming and software development. Computer coding and computer languages. |
| Roseann Panzica - [rpanzica@ocmboces.org](mailto:rpanzica@ocmboces.org)  Project 1: Crossroads Shark Tanks - I'm looking for a small business owner who's business we could visit and learn about how he or she runs their small business and started it up |
| Roseann Panzica - rpanzica@ocmboces.org  Project 2: Extreme Couponing- Christmas Feast - I'm looking for store owner who could demonstrate how to "extreme coupon" or a store owner who could talk about their experiences with customers who have couponed. |
| Leslie Pcolinsky - [lpcolinsky@esmschools.org](mailto:lpcolinsky@esmschools.org)  Project 1: Tattoo U-Students will prepare a multimedia presentation that will describe the effects of tattooing on the human body. They will research, and organize information in orde rto describe the tattooing process, potential health effects, effects on the layers of the integument and possible alternatives to tattooing. |
| Leslie Pcolinsky - [lpcolinsky@esmschools.org](mailto:lpcolinsky@esmschools.org)  Project 2: Ebola-Students will research the age nt, host & environment that ebola effects. Using the CDC epodemiology triangle, students will design a strategy to contain the repidly growing ebola outbreak in West Africa & potentially elsewhere. |
| John Pierce - [jpierce@westhillschools.org](mailto:jpierce@westhillschools.org)  Project 1: Need engineers to evaluate senior pre-engineering, capstone projects. -PDR evaluation in December - Final presentation evaluation in June Project 2: Would like specialty area engineers to present engineer of the month for pre-engineering classes at Westhill High School. |
| Nancy Preston -  A few yeras ago students researched Mary Beth Tinker vs. DesMoines and the idea of "Hazardous Freedom". They applied the Supreme Court's findings to a current day civil rights problem and created a documentary then Skyped with Mary Beth Tinker. Seeking ideas to make this more PBL authenitc. |
| Nancy Preston - [npreston@fmschools.org](mailto:npreston@fmschools.org)  We plan a 5th grade project "Who Decides What I Eat?" using food and economics to investigate the long chain of transitions food makes from natural resource to consumption. We were inspired by the book, Hungry Planet (and others) by Peter Menzel. Student groups will specialize in subtopics and produce a range of infographics. Individual assessment will be done through a vocabulary quiz and learning log. Students will learn about the global food stystem, including: geography and natural resources; production and transportation; cost and availability; and consumer choice and marketing. Extension activities could explore the interrelatedness of the issues above with nutrition, social justice, waste, packaged vs. raw foods, and the farm-to-table movement. We are interested in connections with grocery stores, regional markets, farmers, trucking companies, nutritionists, economists, etc. |
| Chad Putney - [cputney@chittenangoschools.org](mailto:cputney@chittenangoschools.org)  Presently I am working to establish local connections with businesses and organizations to create job shadowing opportunities for juniors and seniors to promote career exploration. |
| Kathryn Raus - [kraus@ocs.cnyric.org](mailto:kraus@ocs.cnyric.org)  Economics-Job Shadow Project: I am looking to make connections in the business world that will benefit my students with their job shadow projects |
| Bernie Reppi - [breppi@esmschools.org](mailto:breppi@esmschools.org)  Strenghten students knowledge/experiences in: professional ethics, customer service, portfiolios |
| Alan Robbins - [arobbins@liverpool.k12.ny.us](mailto:arobbins@liverpool.k12.ny.us)  Content Areas in Middel school level science, grade 8. Project name: Cell structure and function. I would like to create a PBL unit on Cell structure and function for my 8th grade science class, Students would work in groups of 3-4 students (grades4-5). Students would identify and research cell structure/function and then decide how best to present this information to a younger audience. Ideas would include: creating an ebook or online text. Creating a printable workbook that would include diagrams, worksheets, labs, activities, and ideas for enrichment. Creat a website for resources and games. Students would also research publishing, website design, simple coding and computer based graphic design. |
| Meghan Scott - [mscott@fmschools.org](mailto:mscott@fmschools.org)  Fifth Grade Project dealing with Consumerism and Product Reviews: We are asking students to research and review an individual product of their choosing. Ideally three different versions of this product will be compared declaring the advantages and disadvantages of each. The students will propose and develop a scientific method plan for testing their product. After the research and testing is complete, students will prepare a presentation of their findings and share them in a gallery walk setting. Students from other classes will ask questions and students will defend their findings. How can we as consumers, best advise others about products to purchase or use? |
| Mary Amy Senn - [asenn@cayboces.org](mailto:asenn@cayboces.org)  I am taking middle school students into outdoor power equipment CTE class with seniors. How could I help connect students to small engines? Project 2: Using Statistics to describe something in business (I'm thinking sales trends &/or inventory). I would like to be able to connect real life data to Statistics Unit for Agebra 8th & 7th. Project 3: Students use nanotechnology to better understand-scientific notation, metric, scale. Project 4: Students design packaging for a product to minimize amount (cost of material) used. Students will use surface area & volume. |
| Mary Amy Senn - [asenn@cayboces.org](mailto:asenn@cayboces.org)  Is there a business application for the skills students enjoy using when they play video games? How can I connect those two to engage students? |
| Joe Shedd – [jbshedd@syr.edu](mailto:jbshedd@syr.edu)  Place teams of teacher preparation students with business advisors and high school teacher advisors to identify work-world problems they can incorporate in lessons that meet their teacher advisors instructional goals and that they teach in that advisor’s classroom. |
| Margo Smith - [msmith2@ocmboces.org](mailto:msmith2@ocmboces.org)  Innovation Tech High School is seeking business and lasting collaborative partners for a variety of projects. Media, math, technology, English, foreign language, global history, government...all content areas. The program integrates 2 regents driven and elective courses with team learning a teaching. The goal is to have youth prepared for real life careers, colleg, technical trades, etc. The search is on for partners that can offer large skill sets, from hand shaking to webinars. Driving home the fact that technology is not only a way to stay connected, but a way to advance. There is a need for business ans eeducation integration as they are hand and hand and necessary for a secure future for youth ans educators alike. Helping students understand that the education they receive is much more than inside the classroom. Having business partners will make this realization a reality. |
| Jennifer Smith - [jsmith@chittenangoschools.org](mailto:jsmith@chittenangoschools.org)  My entrepreneurship students creat business based on their interests. I'd like to be able to pair them with actual business owners as a connection so that they can ask questions, perhaps visit the business, etc. so that what they are doing in class has real meaning. |
| Katharine St. Laurent - [kstlaurent@gmail.com](mailto:kstlaurent@gmail.com)  We have a few teachers looking to develop projects related to robotics, weather and publishing. We are also looking for mentors/speakers willing to interact with our students. |
| Eric Stalloch - [estalloch@esmschools.org](mailto:estalloch@esmschools.org)  Promoting health with PSA's. Anatomy and Physiology students will research a public health issue and create a PSA for students in their school then post online and make viewable via QR code or on our School's TV channel. |
| Nicole Swete - [nswete@westgenesee.org](mailto:nswete@westgenesee.org)  Mock interviews of students |
| Kathryn Tangretti - [ktangretti@westgenesee.org](mailto:ktangretti@westgenesee.org)  9th grade Renaissance Faire-authentic food, games, costumes, entertainment |
| Fred Terzini - [fterzini@liverpool.k12.ny.us](mailto:fterzini@liverpool.k12.ny.us)  Goal to open a school store with potential top product being school Tshirts, hoodies, spirit items. Combine entrepreneurship, accounting, web design, marketing, public speaking, screen printing, business law, etc. |
| Michael Thurlow - [mthurlo1@fulton.cnyric.org](mailto:mthurlo1@fulton.cnyric.org)  Projec 2: Need engineers and people in technology related fields to be part of a PLTW engineering advisory panel. A Project Lead The Way partnership team links a district or school's PLTW program to the community, the local economy, and local industry needs. A partnership team is a group of collaborative stakeholders that provide leadership to support and enhance exceptional STEM student learning experiences. Partnership teams play a vital role in the sustainability and efficacy of the PLTW programs. A strong partnership team can make the difference between a program that affects a small number of students and an outstanding program that influences the entire school district, supporting workforce development and making an economic impact. The goal of the partnership team is to develop and implement a strategic plan that creates essential connections to the community, enhances the PLTW program through continuous improvement, and ensures student success in STEM educational opportunities and careers. Partnership teams provide advocacy for the program to the school administration, school board, local businesses, and the community. They provide resources for the classrooms, mentors and role models for students, and local relevance and guidance for teachers. |
| Michael Thurlow - [mthurlo1@fulton.cnyric.org](mailto:mthurlo1@fulton.cnyric.org)  Project 1: Working in teams, design, construct & program a robot to accomplish real world challenge. |
| Stephanie Trudeau Keiber - [strudeau@esmschools.org](mailto:strudeau@esmschools.org)  Seeking connections for my culinary arts students to work in food service industry, to understand sustainability. |
| Heather Turner - [hturner@solvayschools.org](mailto:hturner@solvayschools.org)  Project 1: Grade 4 - Geography in NY |
| Heather Turner - [hturner@solvayschools.org](mailto:hturner@solvayschools.org)  Project 2: Grade 4 Jr Achievement Proposals for Community Improvement. Looking for Panelists to critique students proposals |
| Heather Turner - [hturner@solvayschools.org](mailto:hturner@solvayschools.org)  Looking for reviewers of projects to give feedback. Guest speakers about environmental issues/solutions |
| Heather Turner - [hturner@solvayschools.org](mailto:hturner@solvayschools.org)  Project 4: Grade 6-Finding the best government for a struggling country. Students will be UN task force to create proposal for country |
| Heather Turner - [hturner@solvayschools.org](mailto:hturner@solvayschools.org)  Project 6: Grade 5-What effect can one person have on history? American Revolution focus |
| C. J. Vivacqua - [cvivacqua@liverpool.k12.ny.us](mailto:cvivacqua@liverpool.k12.ny.us)  Problem: Cost of energy is the second largest constraint to a school budget. How can we reduce that burden for the district? Presentation that reviews 7th grade Energy Research as well as an introduction into the green school initiative. Project would include: Research energy saving school designs & design one energy saving improvement to our school |
| Alaina Weinsztok - [aweinsztok@westhillschools.org](mailto:aweinsztok@westhillschools.org)  Sustainable farming by use of Aquaponics/Hydroponics |
| Michelle Welcher - [mwelcher@liverpool.k12.ny.us](mailto:mwelcher@liverpool.k12.ny.us)  PROJECT 1: Reproduction and Genetics Project 8th grade: Simple Mendelian Genetics (fruit flies or other quickly reproducing organisms?), Genetic Engineering and Selective Breeding, Asexual and Sexual Reproduction and Development. PROJECT 2: Human Body Systems Project 8th grade: Systems emphasized (digestive, circulatory, endocrine, respitory, nervous, skeletomuscular), Highlighting common ailments and how they affect more than one body system. Emphasizing the relationships and interconnectedness of the body systems. |
| Tracy Willey - [twilley@westhillschools.org](mailto:twilley@westhillschools.org)  PROJECT 1. Solarize Westhill School District. PROJECT2: Greening Westhill's cafteria i.e.replacing styrofoam trays and plastic cutlery with biodegradable. PROJECT 3: School community greenhouses for community connection. PROJECT4: Kids and Kanines - helping to find homes for adoptable dogs in our community. PROJECT 5: Students reconnect with outside. PROJECT 6: Students solve the I-81 problem : What is best for the environment and the people living there. |
| Laura Willkens - [Lwillkens@westgenesee.org](mailto:Lwillkens@westgenesee.org)  What skills would you like to see in an employee - that I could start developing at 9th grade level? |
| Eric Ziegler - [eziegler@bville.org](mailto:eziegler@bville.org)  PROJECT 1: Natural Disaster Project: A team of stuents choose a natural disaster to explore. Each team member has a specific role that will focus their research. Engineer, Historian, Scientist, Humanitarian. Looking for connection regarding preparation beforehand and disaster relief/rebuilding that occurs after. PROJECT 2: Ideas/ways to get my student coucil kids out into community to support local government to bring back ways to help run our student body. PROJECT 3 for ELA: Trying to make connections to positions that have significant influence where students will investigate rise to power, what is power, positive/negative influence, literacy connection to MacBeth or possibly others. PROJECT 4 for FACS class: The ins and outs of the restaurant business, running a restaurant, what goes into picking items on a menu, menu aesthetics, students would learn how to review a restaurant. PROJECT 5 for Earth Science: the Hydrofracking controversy or the creation of a project including geoterchnical or civil engineering topics. PROJECT 6 for Global Studies: Work with organizations that help refugees in the Syracuse area. The project will deal with all human rights and contemporary issues. We would like to have refugees to come into class to tell personal stories. Possible driving questions, how can we as role models communicate refugee stories to help battle human rights. PROJECT 7: Solve current issues by analyzing history, i.e. pverty, domestic abuse, bullying, obesity, violet crimes, global problems, etc. |